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REPORT

March 1974

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Lonely vigil . . .

REPORT

Volume 17 March 1974 Number 6

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HIGH SCHOOL NEWS SERVICE REPORT

Published monthly during the school year by the High School News Service, a Department of Defense activity located at Great Lakes, Ill., and distributed free of charge to high schools, colleges and universities requesting the service.

Purpose of the HSNS REPORT is to inform students, through counselors and advisors, of their responsibilities and opportunities in the Armed Forces of the United States. Any material appearing herein may be reprinted. Printed with appropriated funds in compliance with NAVEXOS P–35.

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USAF Administration School

'Remington Raider' training updated

"Except for the introduction of electric typewriters, there has been little change in the Administrative career field in the past 25 years. It's like flying propellor-driven aircraft in a jet age. We're out to change all that, because administration has come of age. . ."

Major Leonard B. Starling is a dedicated man. As Chief of the Administrative Training Branch at the U.S. Air Force School of Applied Aerospace Sciences at Keesler Air Force Base, Mississippi, he's out to correct all the misconceptions that people both in and outside of the Air Force have about the field.

"Administration is *not* a 'flunky' job. There *are* excellent opportunities for advancement and challenging work throughout a career in administration. . ."

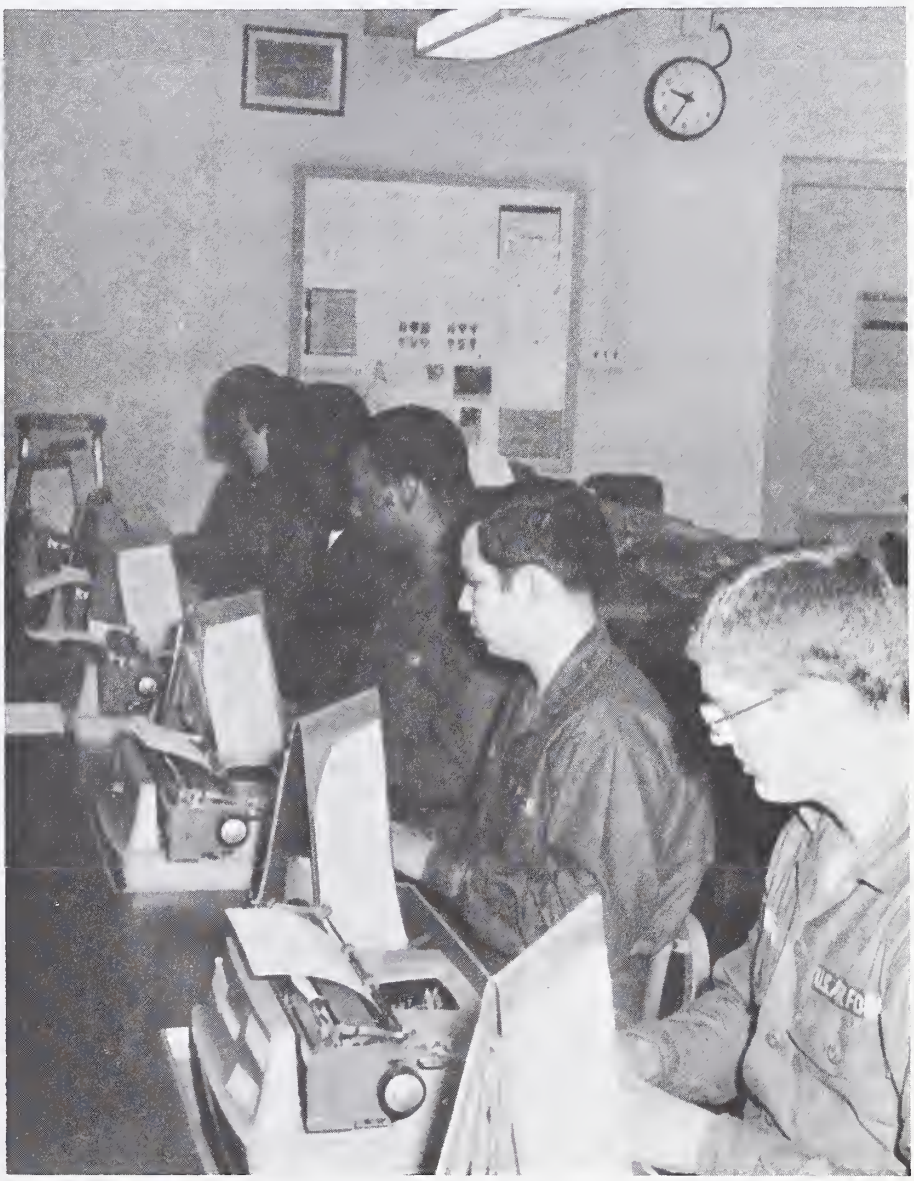
Administration is the largest and most diversified career field in the Air Force, with 33,000 people each performing some of 588 different tasks. The administrative specialist course at Keesler graduates an average 4000 airmen each year, half of the annual Air Force input into the career field.

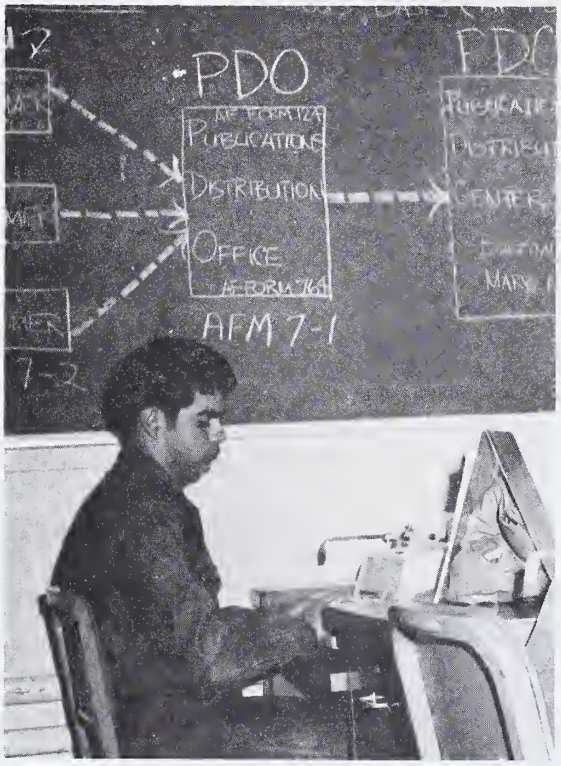
Airmen are assigned to the career field through aptitude testing and either through the guaranteed training enlistment program or selection by career specialty counselors at Lackland AFB, Texas. Half of the airmen go directly to bases from basic training for on-the-job training while the other half attend the school at Keesler.

Airmen arriving at Keesler process into the school and are put through orientation and testing, weeding out non-typists from typists. The non-typists go through a beginning typing course lasting five days, while typists progress to the programmed instruction text materials.

The programmed text materials are self-pacing; that is, the student is allowed to complete them at his own learning pace with a minimum of

Typing class in session . . .





Student practices correspondence typing. "Flow chart" is on blackboard . . .

over-the-shoulder help from the instructors. This eliminates the old teacher-at-the-blackboard system which forced faster-learning students to progress at the median rate for the class. The student alternates the programmed text instruction with advanced typing instruction.

Communications security and office training are covered first. Then the student progresses to standard publications (i.e., regulations and manuals) to teach the student how to use them, how to obtain them and how to maintain and update them.

Message and letter preparation is taught, then the student goes into the most difficult part of the course: documentation management. This portion covers the establishment of a filing system by Air Force standards, including setting up an actual filing system using the appropriate Air Force regulations and manuals as guides, the preparation of materials for the file, adding and removing documents and cross-referencing them. Everything a person would do in his normal office job.

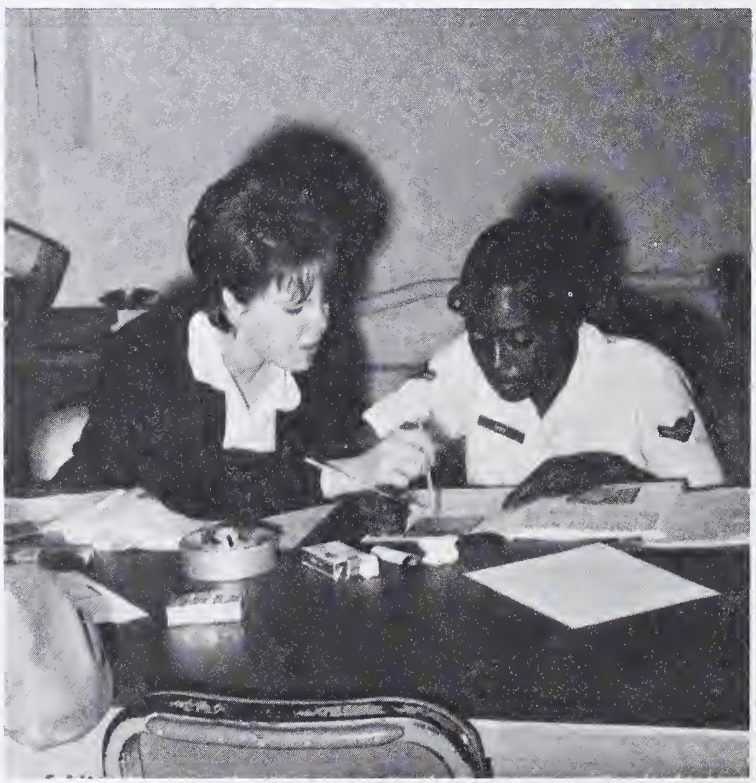
The remainder of the course, along with teaching forms management, publications distribution, etc., combines programmed text instruction with typing - - preparing the student for actual office work.

The programmed learning techniques allow the student to complete the course in as little as five weeks, although most take seven to eight. For the course, the students earn seven college semester hours through the Community College of the Air Force; five hours for touch typing and two hours for office practice. As Major Starling says, "Where else can you get seven semester hours in seven weeks or less?"

In the post-Vietnam, zero-draft era, it becomes increasingly clear that the administration field will have fewer people to handle a greatly increased workload. The need is for greater efficiency.

The Air Force is reacting to this need with new equipment and ideas. It is consolidating its secretaries and administrative personnel into administrative centers wherever

Studying together helps . . .



Secretarial pool? No, just USAF admin students . . .

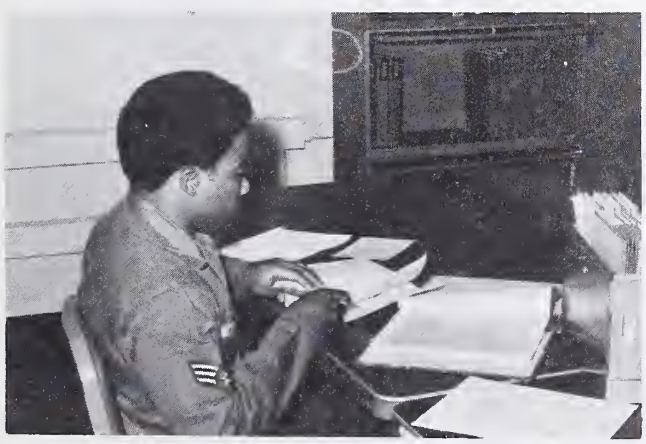
possible, equipping them with new magnetic tape and cartridge automatic typewriters and increasing the amount of microfilm and microfiche equipment in use. A base information transfer system, an advanced mobile distribution system, is being tested for handling the increased distribution of letters and messages.

The administrative career field may soon be broken up into several areas such as logistics administrative support, operations administrative support, staff administrative support, postal and courier services and those functions now handled by an administrative directorate at each base, such as publication of regulations, form designing, etc. An airman entering the career field will be trained, tested and promoted in his own area of the career field all the way to the superintendent level.

As Major Starling says, ". . .the systems approach to administration is causing and will cause a dynamic change in the way we do things. . ."

With the changes going on in the field today, and the advanced training methods offered by the administrative specialist course, the "Remington Raider" stereotype will soon become the "Automated Administrator."

It's not all done on a typewriter . . .



Army equipment testing

'Keep the best, junk the rest'

Except for the machinegun ring on top, this test vehicle could be just another dune buggy.

In a frozen wasteland a soldier sights his target across a snow drift. A patrol edges its way cautiously through a dense, humid rain forest. A lone guard walks his post at a dry desert station.

What do these men have in common? They are all using the same weapons and basic equipment.

The Army's Test and Evaluation Command (TECOM) has the responsibility to plan and conduct all kinds of tests to make sure that all weapons and equipment can be used by the soldier "on demand" under any conditions in any part of the world.

Engineering, service and initial production tests are made at one or more of TECOM's 14 test sites throughout the United States and the Canal Zone.

Once a design has been accepted by the Army, engineers and scientists begin to test the new product. How well does it stand up to extreme heat and cold? Will it rust or rot in tropical areas? How strong is it? Is the weapon accurate? How much wear and tear can the equipment stand? In short, "Can it take it?" These are some of the questions asked during the long test period.

Trucks, jeeps and tanks are tested on what has been called the "World's Worst Road;" missiles and space communications equipment are checked at the White Sands Missile Range, New Mexico; ammunition and weapons are assembled and test fired in Indiana; the effects of extreme cold and tropic conditions are examined in

The days of John Wayne's charge on the enemy with flame thrower tanks strapped to his back may be over if the Army adopts this four round flame weapon.

Alaska and the Panama Canal Zone respectively.

All imaginable conditions are used to check the equipment, weapons, food and clothing being developed or now in use by the Army.

The results of all these controlled tests are put together in a "Test Report." In a sense, this can be compared to a school report card. Analyzing this report card shows the type of "homework" done by the tester and developer of the product.

The ultimate test, however, involves the soldier himself. He is the user of almost every product that is developed, tested and produced through this program. A product can be a monument to engineering but it is worthless if the soldier can't use it.

If the equipment passes all engineering and scientific tests of civilian and military developers, both men and equipment are tested under simulated combat conditions. The soldier fires the gun, launches the missile, drives the truck, flies the helicopter and uses every product in all types of weather and land conditions.

The reports of these tests are then combined with the scientific and engineering results to make a final test report. A good report says the equipment meets the "on demand" needs of the military.

This type of report tells the soldier that his equipment is the best that scientific and engineering efforts have produced. It very correctly can be called "The Soldier's Warranty."

XM198 ("X" for "experimental") is the name of this new 155mm towed howitzer.

The extremes of testing, hot and cold, are shown as the Dragon missile is test fired in Alaska and New Mexico.

Great la

C

Snow falls as crewmen
the Icebreaker Southwi
prepare to sail.

The Southwind's ca
lamps light up the
during night operatio

ıkes ice breaking

ɔast Guard keeps ships moving

The ice grates along the hull, sounding ominous in an otherwise quiet night. It's cold —— below zero. There is a light covering of snow on the ice, reflecting the bright moon that hangs low in the sky. And the Coast Guard ice-breaker Southwind appears to be the only moving thing in the miles and miles of lake-ice that blankets the Straits of Mackinac between the upper and lower peninsulas of Michigan.

For the crew of the Southwind, it's just another ice-breaking mission to lead commercial shipping through the Straits in their travel from the iron ore country of upper Minnesota to the foundries located along the southern banks of Lake Michigan. The commercial ships have, in most cases, neither the power nor the sharp bow required for breaking through the ice, therefore must rely on the Southwind and other Coast Guard ships to break channels for them.

By ocean-going standards, the Southwind is small. She measures only 269 feet in length, with a beam of almost 64 feet. Her weight of 6,150 tons fully loaded adds the needed

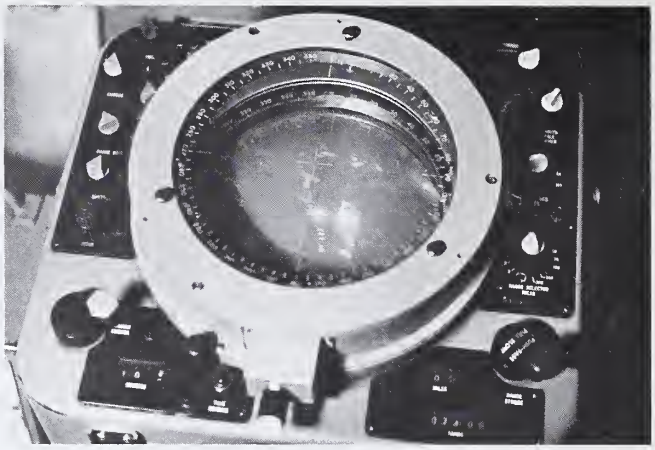
impetus to apply icebreaking pressure to upwards of six feet of Arctic ice.

The Southwind is powered by six diesel engines with 2,000 horsepower each, driving generators to two main electric motors delivering 5,000 hp each to the twin screws. Her side plating from above the water line to her keel (center of bottom) is made of high tensile steel of from 1-1/4 inches to 1-5/8 inches thick. The bow is specially reinforced to withstand the shock of running into and onto ice.

Additionally, to aid in breaking the ice or to help break the ship loose if she becomes stuck in the ice, the Southwind has six tanks connected by 24 inch lines permitting water to be pumped from one side of the ship to the other in a heeling action. Approximately 170 tons of water can be pumped back and forth in about 90 seconds, rolling the ship from side to side. The action usually loosens the hold and allows the Southwind to back off the ice.

The Southwind carries ample supply of provisions for its crew of 160 for up to six months operations. This is necessary when the ship goes north to the Arctic during the summer months.

Normally, the Southwind is stationed in Milwaukee, Wisconsin, and operates in the Great Lakes during the winter. In January the ship moves operations to the Coast Guard Station at St. Ignace, Michigan, to ploy the Straits for the movement of commercial cargo as called for by law. In February, when the lake ice becomes too hard and thick for shipping, the Southwind returns to Milwaukee to await the spring thaw. Sometime around April, the ship returns to the Straits and breaks the ice so it can be moved by current and wind into Lakes Huron and Michigan where it will melt.



Radar helps Southwind pick easiest route through ice.

USCG Icebreaker Southwind

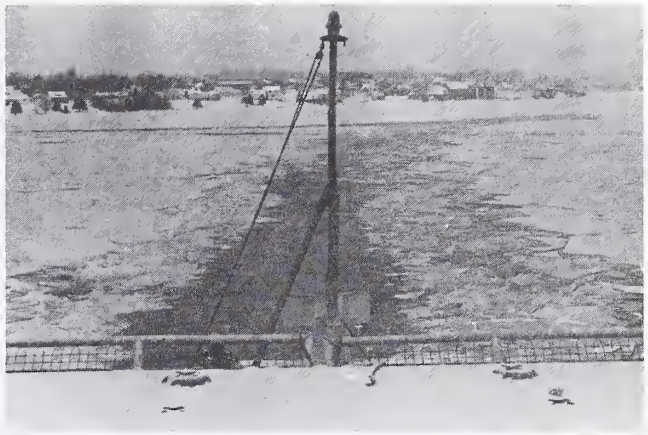
After this short stint of reopening the Straits, the Southwind returns to Milwaukee to provision and outfit for its Arctic run beginning sometime in mid-June.

The Arctic journey is something else. In the Great Lakes, the crew of the Southwind is usually only a few miles from shore; the north Atlantic ocean is big and shore can be hundreds of miles away. Ice on the ocean – saltwater ice – is softer than fresh water ice, but comes in much bigger pieces. Liberty is only a thought to the crew since it may be weeks before the ice will be clear enough to put ashore in Thule, Greenland, or one of the other ports of the far north.

But when there is liberty, it's great! And afterward, the "sea stories" resound from bow to stern as the liberty is lived over and over.

And then it's back to Milwaukee, homeport, liberty and leave. The fall months of painting and repairing, keeping a ship in top condition.

Then comes the first icy blasts of winter. The Lakes chill and pleasure boaters pull their boats from the water. Days get shorter. Temperatures plummet. Ice forms on still waters.



A channel of open water remains as the Southwind leaves St. Ignace, Michigan, to lead commercial shipping through the Straits of Mackinac.

Before long, ice forms on the Lakes.

Then the Straits again . . . .

The Mackinac Bridge towers into the clouds as Southwind crewmen secure lines after getting underway.

'The Marines have landed...'

"The Marines have landed and the situation is well in hand," is a saying that goes back to World War II when the Marines provided the primary landing force in an island-hopping campaign across the South Pacific.

It usually was a joint venture, however, supported by the Navy and Coast Guard with their ships and landing craft and the Army, a part of which landed right along with the Marines.

Today, it is still a joint venture as evidenced last year by Exotic Dancer VI, an amphibious landing exercise staged in North Carolina.

The press release read, "Set to demonstrate a quick and effective response to a contingency situation, more than 40,000 U.S. Army, Navy, Air Force, Marine Corps and Coast Guard forces are posed for 'D-Day' action Monday..." And "D-Day action" it was as an early morning amphibious assault landing was followed by an inland airborne assault taking Camp Lejeune, North Carolina by storm.

The day started with amphibious forces employing both surface assault over beaches and vertical envelopment by helicopters. Simultaneously, paratroopers from the Army's 82nd Airborne Division were dropped in support of the "invasion."

Exotic Dancer VI is a typical training exercise developed to keep forces trained for any need. Geared to test U.S. defense plan implementation capabilities, these exercises put a wide variety of skills, both combat and combat support, to the test of practical application.

In terms of manpower contribution, the Navy was Exotic Dancer VI's largest element, 15,000 strong. This force included men on 30 ships of the Atlantic Command's Second Fleet, furnishing an amphibious task force, a Marine landing force and a strike and cover force.

On the Army side, 12,000 men of the XVIII Airborne Corps furnished the exercise's land action. Additionally, the U.S. Continental Army Command provided support personnel.

The Air Force's Tactical Air Command contributed 8,000 men to provide air superiority, interdiction, close air support, tactical airlift and tactical air missions during the exercise.

Marine Corps elements included 7,000 men forming a Marine

Amphibious Brigade composed of a Marine regiment, a Provisional Marine Aircraft Group and a Logistic Support Group.

The U.S. Coast Guard contribution was a high endurance cutter.

The cast was assembled - - the scene set. "Lights!" "Action!" "Camera!"

For the Marines, the amphibious assault was just another step in their training. The Corps has been a "Force in Readiness" for many years, and maintains an amphibious expertise above that of other services.

To Marines, going aboard ship via a gangplank then debarking over the side into landing craft by cargo net is "just another thing." Hitting the beach and having to wade the last few yards through water and surf is "just a way of life" for the men of units that have Guadalcanal, Iwo Jima, Saipan and Tinian in their history.

But amphibious exercises and deployments also have their better side. Battalion Landing Team 3/8 (3d Battalion, 8th Marine Regiment) was a part of Exotic Dancer VI. Following the exercise the BLT departed for the Caribbean via Vieques, Puerto Rico, and Guantanamo Bay, Cuba. After three and a half weeks of extensive tactical training in Puerto Rico, the Caribbean Cruise began, taking in such liberty ports as San Juan, Ponce, and Netherland Antilles.

Marines leave CH46 Sea Knight helicopter in vertical envelopment phase of Exercise Exotic Dancer VI.

"Over the beach" has been a way of life for Marines since 1775. The mode of transportation, uniform, weapons and equipment have changed; the men are the same.

It's a lot of work, but world travel and some of the finest liberty are in the offing for Marines between amphibious landing exercises - - maintaining a Force in Readiness.

Close air support is a tactic devised by Marines and used extensively in every conflict since World War II.

High school journalists look at the Navy

A trip aboard a Navy base wouldn't be complete for these distaff high school journalists without a trip to the galley.

High School journalists are telling it like it is after three-day visits to the Great Lakes (Illinois) Naval Training Center.

From 6:45 a.m. breakfasts in a Navy galley to pizza parties in enlisted lounges, the young journalists are getting an inside look at what the Navy is really like.

The program, to date, has brought

High school journalists listen intently as a Master Chief petty officer explains some part of Navy training program.

EDITOR'S NOTE: If your school desires to take part in the Naval Training Center, Great Lakes, command visit program, your counselor or guidance director should contact your local Navy recruiter for particulars on the program. Most expenses are borne by the recruiting office. Recruiters may obtain more information from: Public Affairs Officer, Naval Training Center, Great Lakes, IL 60088.

high school students to the massive training installation on the shores of Lake Michigan from as far east as New York City to as far west as Minneapolis.

The program was originated by Navy recruiters in Columbus, Ohio. The groups are sponsored by a recruiting office and chaperoned on their visit to Great Lakes.

A typical visit begins with a standard welcoming and orientation. Tours of the area's academic facilities are conducted with time spent showing the young journalists the Recruit Training Command and exactly what a Navy recruit must accomplish before he can graduate.

Interviews are set up with command representatives on subjects ranging from the Navy's People Programs to Race Relations programs for the Great Lakes area. Service School Command is where the young people get a first-hand look at how the Navy trains people for jobs ranging from ship-board engineering to precision instrument repair.

The schedule for the young people maintains an intense pace. Nothing is left untouched. They have the chance to "rap" with new recruits and get their first impressions of Navy life. And it doesn't stop there. The young editors-to-be are given the opportunity to talk to people involved in local Navy ecology efforts within the Navy dependent community as well as officials involved in command efforts.

The young people return to their respective high schools and write their copy for high school and community newspapers.

"I was relieved to discover that men in the Navy are not military machines. They are, instead, individuals who have the same goals as most of us, only they have chosen a different means of reaching them," is the way one young New Yorker reported her impressions.

High school journalists get explanation about use of steam aboard today's ships during trip to Service School Command at Great Lakes, Illinois.

One youngster from Indianapolis said "Navy life isn't as different as I expected it to be."

"The Navy has accepted the fact that changes in policy are an inevitable result of time. Adapting to the times, the Navy can serve a vital service to American society," a New York City high school editor wrote.

Not all of the impressions taken away by the journalists are positive: "I would never join the Navy," one young man wrote. "If someone gave me the opportunity to enlist tomorrow, I wouldn't, but the 'New Navy' is something to think about," was still another's impression.

"Initially the young people are suspicious of our motives," Naval Training Center officials report. "They think the men and women they talk to have been primed. That's not so. We're scrupulous about making sure the people we get to rap with them, or attend the pizza party or sit down and eat lunch with them have no prior knowledge of what's going on. That way we know the answers will be spontaneous and honest."

It doesn't take the young journalists long to see - - that's the way it really is.

The trip wasn't all work as the high school journalists visited with Navy recruits at lunch.

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